

Northwest Territories Education



Annual Report 1987

**Hon. Dennis Patterson
Minister**

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Minister's Introduction	3
The Year in Review	5
Department Report	
Schools	7
Advanced Education	13
Superintendencies	
Baffin Divisional Board	15
Fort Smith Region	17
Inuvik Region	19
Keewatin Region	21
Kitikmeot Region	25
Yellowknife Districts	27
Arctic College	29
Appendices	31

Minister's Introduction



I am confident that the movement towards more public participation in education has now gained further momentum with my announcement in August that the year 1990 is the target date for establishment of divisional boards of education in all regions of the Northwest Territories.

Delegating responsibility for education to the public has been my priority throughout the year. At the same time, educational services have continued to grow in the N.W.T., to meet the needs of Northerners.

Delivery of education programs is being delegated to public bodies, such as the Baffin Divisional Board, to achieve greater local and regional responsibility for services to the public. Currently, the Baffin Divisional Board is the sole board of its type, but it is expected that the Kitikmeot and Keewatin regions will each move to divisional board status in the spring of 1988. Education authorities in the Dogrib region and parts of the Inuvik region are also actively considering moving towards such status.

Legislative action in 1987 included an amendment to the Education Act which provides for establishment of a Board of Secondary Education to direct the operation of Sir John Franklin Territorial High School in Yellowknife. This amendment permits the Board to have full responsibility for the high school.

In July, I travelled to Yakutia, in the Soviet Siberia, a Republic of about the same size as the N.W.T. The trip provided a first-hand look at education programs being delivered by and to Soviet northern native groups. I found the U.S.S.R.'s programs in the arts, especially the performing arts, provide excellent results in terms of increased student skills and strengthened ethnic identity.

As a result of the informative and interesting exchange with the Soviets, I directed my department to work towards a greater emphasis on the arts in our own

schools. This year, schools in five territorial communities will offer arts education through the Artists-in-the-Schools program. Work is underway to expand the pilot project and offer full visual and performing arts programs to northern students.

More Centres for Teaching and Learning were established across the N.W.T. to develop native language programs and help with northern teacher training. Enrolment in the Teacher Education Program is high. As these new Northern teachers enter our classrooms, they will provide greater credibility for our schools and better understanding of our students.

As we pursue our objectives in aboriginal language education, native language and cultural programs in the western Arctic will be brought up to a level comparable to those currently succeeding in the eastern Arctic. The Centres for Teaching and Learning will help us reach that goal.

Most special education services are now being delivered in communities, with support teams of professionals and special needs assistants to help teachers in their regular classrooms. The very positive and supportive attitudes of parents and teachers alike helped put this program into place in a relatively short time.

Rankin Inlet and Pangnirtung have extended their high school programs to include grade 12, allowing more students to obtain their high school diplomas closer to home. Arctic Bay and Eskimo Point have expanded to offer grade 10 to local students.

Employment and training enjoyed a high profile in the Department in 1987. Work continued on the N.W.T. Labor Market Information System which will be implemented in April 1988. The system will provide accurate data on the labor force and will provide a data base to allow for the planning of comprehensive training programs to satisfy current training needs of the N.W.T.



A funding increase over the previous year was approved for the Training On The Job Program which is designed to provide northerners with the work experience they require to obtain meaningful employment. This overcomes the shortcoming experienced by many young northerners who do not have the experience or training to compete for jobs. At the same time, the Apprenticeship Subsidy Program was introduced to provide salary funding to small businesses to assist them in hiring apprentices. This program was introduced to develop a cadre of skilled tradesmen at the community level rather than importing southern labor.

My colleague, the Minister of Social Services and I, were successful in negotiating an important agreement with Employment and Immigration and the Department of National Health and Welfare to provide training and work experience to social assistance recipients. This \$1.5 million agreement allows the Government of the N.W.T. to utilize welfare money to assist social assistance clients to develop the skills they require to obtain long term jobs. Although an evaluation is not complete the agreement seems to have functioned quite well in most instances.

An agreement was also negotiated with D.I.A.N.D. to provide funding for their University/College Entrance Program in the N.W.T. This represents the first time that native northerners have had the opportunity to obtain funding to attend preparation programs which

will provide the skills required to enrol in 2 to 4 year college and university programs. Previously, the program had only been offered in Southern Canada. Arrangements were also negotiated with the University of Manitoba to allow native students to enrol in preparatory programs leading to acceptance into professional programs of study in Medicine and Engineering.

Tourism training received a great deal of attention in 1987 with the establishment of the Tourism Manpower Needs Advisory Board. This body provides advice on the training needs of the industry and their efforts have resulted in the decision to proceed with the development of programs of Hospitality Training and Tourism Awareness. Also, a major study was completed in the area of Guide Training. The study provided a great deal of meaningful feedback on the results of previous training programs in this area and direction on the efforts which must be undertaken in this fast growing and extremely important component of the Tourism industry.

On April 1, 1987, the Arctic College Act established Arctic College as a corporation at arms-length from the G.N.W.T. The college continued to grow to meet the needs of Northerners. The college's new Aurora Campus in Inuvik was officially opened in September 1987 and last February a new trades complex was opened at Thebacha campus in Fort Smith.

Modern, well-equipped schools, of a new, standard design, are being built in Chesterfield Inlet, Pond Inlet, Gjoa Haven, Eskimo Point, Rankin Inlet and Fort Liard to replace old inadequate facilities and permit the expansion of junior and senior high school programs. The expanded schools will also allow for more adult education and Arctic College extension programs in many locations.

The program growth accomplished this past year, coupled with firm plans for the next few years, made 1987 a significant year of accomplishment for education. Virtually every recommendation of the Legislative Assembly's Special Committee on Education has been addressed and acted on. There remains now a future of consolidation and response to new growth needs in northern education.

I trust the information in this report card on ourselves provides a good picture of what the Department of Education has done in 1987.

Dennis Patterson 72

**Dennis Patterson,
Minister**

The Year in Review



During this past year, education in the Northwest Territories has seen some major changes. With decentralization and transfer of responsibility at the forefront, the department must shift its focus towards being more a Ministry of Education and less as a large education board.

More and more responsibility for education is delegated to public bodies. In November the Secondary Board of Education, controlling Sir John Franklin Territorial High School, was established, and both the Kitikmeot and Keewatin Regions are geared for divisional board status in the spring of 1988. Divisional board preparation work is also underway for the Inuvik Region in 1989.

Until the last few years, the Department of Education was the main source for all education administration, all program planning and development, and publication of all learning materials.

Now the focus has shifted. Delegation of education services will now clearly divide the roles, whereby the department can develop broad curricular guidelines. This will leave the regions to develop their own, all important learning materials, tailor-made for their specific needs.

This progress will also leave the department free to concentrate on its traditional mandate of serving the minister with ongoing development of education standards, policy, evaluation and budget preparation.

Even though 1990 is the guideline date set for divisional board status in all regions of the N.W.T., the department will not force divisional board status on any area which needs more preparation time. In fact, the Dogrib and Deh Cho regions, and the Fort Smith region south



of Great Slave Lake have not yet set targets for implementation of divisional board status in their areas.

The changing circumstances in our schools has emphasized the ongoing need for continual professional development. Superintendents are keenly interested in understanding and developing the role of educational management and are active in training opportunities which help them do their jobs better. The department has also initiated a program of professional development for our principals which will ultimately lead to certification of principals in the N.W.T. A policy on the teacher/principal evaluation process was also completed in 1987.

This past year is probably the last year Arctic College stood under the umbrella of the Department of Education. In April 1987 it was declared an independent body through the Arctic College Act. The department assisted the college in establishing contracted agreements for services such as payroll, building maintenance and other government services. These agreements will serve to pave the way for Arctic College and other boards in the future.

Adult Education Centres will be transferred to the Arctic College as Divisional Boards are created. The Ministry of Education's primary responsibilities in Advanced Education shall then be to finance, monitor and evaluate these programs and to provide policy direction. During the coming year we expect that development of community programs will be a major achievement in both the eastern and western Arctic.

Record numbers of students have enrolled in post secondary programs. This is a result of Arctic College expansion and successful employment development and apprenticeship programs. In spite of a downturn in the



economy and cuts in federal support for academic upgrading, 1987 has been a successful year.

Now, virtually all of the Special Committee on Education's recommendations have been acted on. This will allow the department to review, consolidate and strengthen programs as we settle into our new role.

As the department's responsibilities change, so must its role if it is to continue to serve, support and lead in education.

**Joseph L. Handley,
Deputy Minister**

Department Report: Schools

Education in the N.W.T. is rapidly evolving into a publicly controlled system. The Department has set 1990 as the timeline for the creation of divisional boards across the territories.

This fundamental change in the organization dictates new roles, new priorities and new directions for the Schools Branch, as well as for the whole department. In terms of priorities alone, we must as a system, achieve a better fit between the schools and the cultural communities they are meant to serve.

In some respects this can be achieved through simple processes initiated at the school level, for example, raising the status of the child's language and culture. There are other, more complex processes, which we must initiate if children are to experience continued success in our classrooms. These involve such areas as administrator and teacher training, as well as evaluation.

The achievement of the this "better fit" will mean a shift away from the program and materials development activity of the department towards a curriculum design role. The cultural diversity of our system dictates that centrally developed programs cannot meet the wide range of territorial needs.

Our focus will shift more to needs assessment, the setting of curricular objectives and the definition of universal content (scope and sequence). The actual selection and organization of learning experiences will become a board and regional responsibility. In addition, the role of the department in areas of implementation, monitoring, program maintenance and evaluation will take on new emphasis.

School Programs

New requirements for the high school diploma program will be implemented in the fall of 1988. All superintendents and high schools are receiving program information as it is released. Of particular interest is the Social Studies 13 course for general level students. Revisions to the elementary/junior high program commenced in the spring of 1987 to articulate with the new high school program.

Two additional community schools — Arctic Bay and Eskimo Point — are now offering grade ten, bringing the total number of schools in the Northwest Territories offering high school programs to sixteen. Both Rankin Inlet and Pangnirtung have extended their programs to include grade twelve.

During the 1986/87 school year, 189 students fulfilled requirements necessary for the completion of grade twelve. Of these, 101 received the general diploma and

88 the advanced diploma. Thirteen of the advanced diploma recipients graduated with excellence.

The department is monitoring the Distance Education Project in Alberta so plans may be developed to bring correspondence courses to more students in isolated communities. The application of the pupil/teacher ratio has led to the exclusion of certain courses from the approved list of courses for senior high schools. This project should provide access to many other courses for students.

Arrangements are being made with artists and schools in Fort Simpson, Fort Good Hope, Holman Island, Baker Lake and Pangnirtung as pilot communities to enable the artists to work with students in the schools. Aimed at promoting northern traditional art forms and to cultivate an appreciation among students for local talent, the program will also be extended to other communities.

An interim physical education program for grades seven to ten has been in schools since September 1987. Arrangements are being made to revise the program to make it more relevant to our needs. Northern games will be an integral part of the program.

The 1987/88 school year is considered one of transition for the school health program. During this time, schools will be introduced to the new health program and some teachers will start to use the materials. By September 1988, the entire program will be available to N.W.T. schools.

Representatives from each region participated in a series of workshops early in the school year and, in turn, will be conducting in-service sessions within their regions. Superintendents are also developing implementation strategies for the new health program.

Teachers from across the territories attended a conference to discuss the resource materials for the new junior high English Language Arts program, as well as issues such as multi-grade classrooms and student evaluation. Basic texts for the new program will be available early in 1988, so schools may implement the new program. The Northwest Territories writing folder, developed as a joint project with the Inuvik region, will also be a core resource for grades seven to nine students.



N.W.T. Student Enrolment

GRADE	K	1	2	3	4	5	6	7	8	9	10	11	12	C1	C2	S1	S2	TOTAL
1987	1251	1683	1513	1416	1284	1227	968	1013	741	615	566	390	435	138	66	35	32	13373
1986	1214	1738	1431	1397	1376	1079	1033	955	779	638	603	476	346	117	76	23	15	13296

High school courses in the Northwest Territories beginning September 1987

	Grade 10	Grade 11	Grade 12
Pond Inlet	X		
Pangnirtung	X	X	X
Iqaluit	X	X	X
Cape Dorset	X		
Clyde River	X		
Igloodik	X		
Rankin Inlet	X	X	X
Inuvik	X	X	X
Fort Simpson	X		
Hay River	X	X	X
Pine Point	X	X	X
Fort Smith	X	X	X
Yellowknife	X	X	X
Arctic Bay	X		
Eskimo Point	X		

School Enrolment 1987/88

Superintendency	K-3	4-6	7-9	10-12	COP	SPP	Total
Fort Smith	1307	714	630	249	52	8	2960
Inuvik	814	506	364	177	—	23	1884
Baffin	1302	921	517	235	85	1	3061
Keewatin	774	496	219	74	16	3	1582
Kitikmeot	690	222	67	—	51	—	1030
School District No. 1	643	398	400	—	—	—	1441
School District No. 2	333	212	171	117	—	—	833
School District No. 4	—	—	—	538	—	32	570
Total	5863	3469	2368	1390	204	67	13361

**NOTE: Total Enrolment does not include Rainbow Valley.

Education Statistics

Teachers in G.N.W.T. Schools	587
Teachers in Separate and Public Schools.....	176.5
CA's in G.N.W.T. Schools	85
CA's in Separate and Public Schools	16.5
School Enrolment (1987-88).....	13373
School Attendance (1986-87).....	85.3%

English language program development work from kindergarten to grade six emphasized evaluation of the current program by teachers, consultants and administrators. All the information collected has been summarized into a report which has been distributed to schools and forms the basis for a revision proposal, currently under consideration.

To comply with requests from Education Societies at Inuvik and Yellowknife and the Baffin Divisional Board of Education extensive reviews of practical arts programs were conducted last school year. The review was aimed at determining whether improvement to course outlines, equipment, and facilities were necessary. Currently, the department is implementing those recommendations approved by the minister. This year, initial steps were taken to develop up-to-date courses for junior high school home economics and industrial education.

The Community Occupational Program (COP) is now available in twenty communities, while the Senior Practical Program is available in three. These programs continue to serve the needs of students who are dropping out of school or not achieving in the mainstream. Graduates from the programs indicate clearly that self-concept and direct learning of job-related skills are important. A thorough assessment has been completed and many recommendations are under consideration.

Guidance and counselling program development work has started and an interim manual on guidance counselling services for junior and senior high students is being reviewed by schools. In addition, some schools are implementing the new Career and Life Skills Management (CALM) at the senior high level.

About one third of the entire N.W.T. student population is now enrolled in basic French or French immersion programs. French as a first language program is now offered from grade one through grade twelve in Iqaluit. And in 1987 there were more than 300 students enrolled in the Yellowknife French immersion program.

Language and Culture

Development and expansion of aboriginal language and cultural programs remains a major goal of the Department and while staffing difficulties have resulted in some slowdown in activity, important progress has been made. Centres for teaching and learning are firmly established in Iqaluit, Fort Franklin and Fort Simpson. New centres are being established in Rankin Inlet, Rae Edzo, Coppermine and Fort McPherson. In addition to providing assistance to the teacher education programs, these centres are primarily responsible for program development in each language area.

The Department is undertaking the development of a native language curriculum which will provide the necessary framework within which the program and materials development can occur. A second important development in teacher education occurred in the

Teacher Education Program for the Western Arctic. This program is now totally field based and is delivered in conjunction with teaching and learning centres. Over forty students are now enrolled full time in a three year course leading to certification.

Concern about the relevance of some of our high school courses, especially in the social studies area, has led to the development of Dene and Inuit studies programs at the grade ten level. These programs, developed in cooperation with the Inuit Cultural Institute and the Dene Nation, are being piloted during the current school year.

School Operations

The section of the School Branch successfully implemented two new and important programs during the year, the School-Community Counsellor Training Program and the Principal Training Program.

School-Community Counsellor Training Program

The compulsory school attendance legislation, passed in September 1986, is aimed to encourage parents and the Local Education Authorities to accept responsibility of children attending school and to provide the appointment of a school-community counsellor. Twenty-four communities accepted the legislation, and some already have counsellor positions. Several other communities, Aklavik, Baker Lake, Chesterfield Inlet, Coppermine, Eskimo Point, Holman Island, Fort Franklin, Fort Good Hope, Fort Providence, Rankin Inlet, Repulse Bay and Tuktoyaktuk, currently have school-community counsellors in training.

Counselling parents and students on the importance of education, while being sensitive to their situations, is key to improving attendance. The four, six-week training sessions, at Arctic College's Thebacha Campus, for school-community counsellor trainees, concentrates on public relations, presentation skills, counselling techniques, writing skills, child development, adolescent psychology and cross-cultural awareness.

Field sessions in home communities range in length from nine to fifteen weeks and provide students with an opportunity to develop the skills learned at the training session. Upon graduation, the school-community counsellors will be employees of the LEA. The Department is optimistic that with continuing effort, attendance at all N.W.T. schools will continue to improve.

Principal Training

The Department of Education has initiated a program of professional development for principals which will ultimately lead to the certification of principals in the Northwest Territories. As managers, our principals are the key to having effective schools.

During 1986/87 a needs assessment was undertaken to identify expectations and responsibilities of N.W.T. principals, for which they may not be adequately trained through southern programs. These areas, along with other traditional areas of principal training, such

N.W.T. Graduation Statistics 1986/87

School	Settlement	General Diploma	Advanced Diploma	Advanced With Excellence	Total
Samuel Hearne	Inuvik	15	4	1	20
G.R.E.C.	Iqaluit	12	8	0	20
Sir John	Yellowknife	54	27	3	84
St. Patrick's	Yellowknife	3	13	2	18
Diamond Jenness	Hay River	9	10	5	24
P.W. Kaeser	Fort Smith	3	9	0	12
Matonabee	Pine Point	5	4	2	11
Total		101	75	13	189

86/87 N.W.T. Secondary School Graduates By Ethnic Origin

Settlement Origin		Standing			Total
		General Diploma	Advanced Diploma	Advanced With Excellence	
Fort Smith	Dene	—	—	—	—
	Metis	—	2	—	2
	Inuit	—	—	—	—
	Other	3	7	—	10
	Total	3	9	—	12
Iqaluit	Dene	—	—	—	—
	Metis	—	—	—	—
	Inuit	11	4	—	15
	Other	1	4	—	5
	Total	12	8	—	20
Hay River	Dene	—	1	—	1
	Metis	2	1	—	3
	Inuit	—	—	—	—
	Other	7	8	5	20
	Total	9	10	5	24
Inuvik	Dene	2	—	—	2
	Metis	2	—	—	2
	Inuit	6	—	—	6
	Other	5	4	1	10
	Total	15	4	1	20
Pine Point	Dene	—	—	—	—
	Metis	—	—	—	—
	Inuit	—	—	—	—
	Other	5	4	2	11
	Total	5	4	2	11
St. Pat's - Yellowknife	Dene	—	—	—	—
	Metis	—	1	—	1
	Inuit	—	—	—	—
	Other	3	12	2	17
	Total	3	13	2	18
Sir John - Yellowknife	Dene	5	—	—	5
	Metis	2	1	—	3
	Inuit	5	—	—	5
	Other	42	26	3	71
	Total	54	27	3	84
Total	Dene	7	1	—	8
	Metis	6	5	—	11
	Inuit	22	4	—	26
	Other	66	65	13	144
	Total	101	75	13	189

as teacher supervision and program leadership, are being incorporated into the training program.

The program will be presented to all principals through a series of workshops over a two-year period. One-week sessions will contribute to the six-week total time requirement for the two year course. The first courses are being presented in four northern centres during this school year (1987-88). Special attention will be given to topics such as cross-cultural education, aboriginal language programs, special needs and community-school relations.

Special Needs Education

Acting on recommendations from the Special Committee on Education, implementing the Special Needs Directive has been the focus of all regions and boards in the past year.

The directive is intended to integrate students with identified special needs into their own community schools in age-appropriate classrooms.

Students who have identified special needs have Individual Education Plans (I.E.P.), determined by a School Team, which includes the Principal, the classroom teacher, the Special Needs teacher and the student's parents. These Individual Education Plans take into account student goals, cultural background, language and the identified special needs.

Each region in the Northwest Territories has a Special Needs Consultant, who is the liaison between the school, the superintendent of Education for the region and the Manager of Special Needs from the Department of Education. At the school level, most schools have a designated Special Needs teacher who spends most of his/her time assessing and helping to design and implement the I.E.P.s.

At the departmental level, a new manager of special needs was hired in the summer of 1987 and it is hoped a Program Specialist will also be brought on staff to help in development of material to better serve the needs of the classroom teacher with special needs students.

There is a territorial Inter-Agency Committee comprised of representatives from the Departments of Health, Social Services and Education, which meets regularly to determine direction for meeting the needs of children in all territorial communities. At the regional level, Inter-Agency Committees have started, so all three groups work toward the one common goal — to best serve the needs of the child.

Since special needs children are defined as all children with exceptional needs, a guideline for the education of gifted and/or talented students has been developed this past year and is aimed to be fully implemented in schools starting in September 1989.



Only a very few special needs students are attending school in the south, and the intent of the special needs directive, to integrate students in schools in their home communities, has happened. Now regions, boards and the Department will continue to work together to ensure that all students receive the best education possible.

Media and Information Services

An increasing level of public control of education has led to a greater demand for information by local and regional authorities.

This year, in response to the demands, a position within the Media and Information Services unit was reassigned to take responsibility for an expanded public information program for the department, and to assist superintendents with development of their own information programs. A recent change in organization now brings the whole unit under the direct authority of the Deputy Minister of Education.

Some immediate results from this increased effort will be the publication of a regular series of information brochures from the various divisions of the department, serving a wide range of readers including LEAs, schools, parents, MLAs, teachers, and so on.

Several television vignettes are in production which will address the value of education for all ages, and a large variety of informal pamphlets and other publications will be made readily available to the public.

The Media and Information unit is now linked with all Superintendents of Education and schools through the INET electronic message centre for quick transmission and receipt of information.

A considerable amount of print production was completed throughout the year. More than 150 publications were produced, the majority dealing with training, curriculum and program support materials.

The Territorial Media Centre has been concentrating its efforts towards improved regional services to small high schools. The growth this year has been in the Iqaluit media centre, which serves a region of the N.W.T. with the greatest number of small high schools.

As part of the planning for a future in educational television, an advisory committee has been established with representation from Arctic College, the department, board administration, the N.W.T. Teacher's Association and the television broadcast industry. This committee will provide direction to the media services unit on the nature and scope of future programming, and will work in liaison with an eventual arms-length agency responsible for educational broadcasting.

An agreement was signed in the summer between the Departments of Education and Culture and Communications and the National Film Board. Through this agreement the N.W.T. Library System will provide a public loan service for NFB video programs, backed up by the network of education resource centres. A basic inventory is now being built up to bring this new service on stream in the new year.

Future Directions

Over the next year, the Department of Education will assess its involvement with detailed program and materials development which has been a major focus to date. This will be done with a view to providing more structured general curricula in the various core areas which will clearly define the standards to be met. School boards, divisions and regions will take on the program and materials development tasks to support these curricula.

A new emphasis will be placed on developing more effective schools and policies in such areas as principal and teacher performance. The principal training program will be continued and a new professional improvement program will be put into place for more senior managers.

Divisional board development will continue with new boards created for the Keewatin and Kitikmeot Regions. Divisional board training will occur in such areas as the Inuvik and Fort Smith Regions.

The success of our current community high school programs will be evaluated over the next year. Assessments will be conducted in such places as Rankin Inlet, Pangnirtung and Fort Simpson.



Department Report: Advanced Education

The Advanced Education Branch was established to provide a one-window approach to the coordination of training within the Northwest Territories. This has become particularly important in 1987 with the reduction in the overall amount of training dollars available across the country. Efforts were devoted to ensuring the most effective use of available training money and coordinating activities in the process, to ensure that N.W.T. residents receive the best possible benefits from a coordinated effort.

Program Development and Evaluation

Testing of the N.W.T. Adult Basic Education Program (grades one to nine) continued throughout the year. Feedback from students and adult educators has been encouraging and the program was fully implemented in 1987. Portions of the newly-developed adult grade ten and eleven programs are being field-tested in selected locations for a September 1988 implementation.

Fifteen students participated in a pilot project, in Clyde River and Fort Simpson, designed to explore the feasibility of offering alternative training to prepare northern youth for more traditional work. The course covered basic skills required to safely travel for extended periods on the land, for hunting, fishing or trapping. This pilot project will serve as a model for future training programs.

The Tourism Manpower Needs Advisory Board was established in 1987 to provide advice to the Department of Education on training needs in the tourism industry. In addition, detailed consultations with the mining industry were undertaken in 1987. It is expected that these consultations will result in the development of training strategies for these important sectors which will include training programs delivered by the Arctic College.

Student Grants and Loans

Student enrolment in postsecondary education programs continued to increase in 1987. While the growth was not as significant as it was for 1986/87, when enrolments increased by 29% overall with a 56% increase in native students. As of October 20, enrolments were 684, including 223 native students. Of the 684 total enrolled, 372 students were in degree programs with thirty-five in masters and four in doctoral studies; 308 students were enrolled in technical institutions. Projections, based on those numbers, will be 900 students overall receiving support from the Student Financial Assistance Fund, of which 300 will be native students.

The Government of the Northwest Territories entered into an agreement with the University of Manitoba in 1986 to allow students to enroll in the Engineering Access Program and the Special Premedical Studies Program. These programs are designed specifically for native students. Two participants were referred to the



Engineering Access Program and one N.W.T. student is enrolled in the Special Premedical Studies Program.

Advanced Education also entered into an agreement with the Department of Indian Affairs and Northern Development in 1987 to administer the Federal University/College Entrance Preparation Program (UCEP) for the 1987/88 school year. The agreement provides funding to assist twenty native students in upgrading or college preparation courses so they can access post-secondary studies which were previously unavailable to them. The provision of the UCEP program in the Northwest Territories is a landmark step, as native students previously had no method of gaining access to postsecondary educational programs without first upgrading their educational qualifications.

N.W.T. Apprenticeship Program

A joint study by the Federal and Territorial Governments on apprenticeship in the Northwest Territories was completed in 1987. The results of the study confirmed that as a skill development program, apprenticeship meets the needs of the N.W.T. labour market and satisfies objectives of the Federal Canadian Jobs Strategy. It is expected that this report will lead to a continuation of the significant funding support provided to apprenticeship training by the Federal Government. The Apprenticeship Program experienced steady growth in 1987 with a total of 409 apprentices, which was up from 359 in 1986. All regions in the N.W.T. recorded an increase in apprenticeships with the exception of Inuvik where there were twelve fewer apprentices than in 1986. Yellowknife showed the largest increase, a total of forty-four new apprentices, due to the heavy construction activity in the Capital.

The total number of N.W.T. journeyman certificates issued in 1987, was 161 of which fifty-one carried the Interprovincial Red Seal. A total of twenty-six apprentices graduated from the N.W.T. Apprenticeship Program in 1987; twenty-one from the private sector and five from the Government of the Northwest Territories.

Staff Development and Training

The Government In-Service Training Program has been a major success in introducing native people into the Public Service of the Northwest Territories. In 1987, a total of seventy-nine trainees were enrolled in two to three-year training programs; ninety-two percent were of native ancestry. A total of fourteen trainees graduated from their programs in 1987, and were promoted into continuing positions with the Government of the North-

west Territories. The In-Service Apprenticeship is also heavily oriented toward native employment and is designed to prepare long-term northerners to take up employment in the trades area. In 1987, sixty-three apprentices were employed by the Government of the Northwest Territories of which fifty-eight were native. A total of fifteen apprentices were certified during the year as journeymen tradespeople.

The Department of Education manages the Education Leave Program for the Government of the Northwest Territories. Employees receive assistance to attend postsecondary education institutions and are provided with a guarantee of employment when they return to duty. Of the forty employees enrolled in education leave programs, twenty-five are natives. In 1987, six students completed their educational programs and returned to the Public Service to take up full-time jobs.

The Department of Education also manages training programs funded under the Native Employment Policy. During 1987, thirty-five trainees were funded under the Affirmative Action Training-on-the-Job Program. It is designed to provide native people with experience in government systems to enable them to compete for jobs within the Public Service. In addition, the Department of Education provides funding for academic upgrading for employees who wish to improve their career potential through education. In 1987, twenty-five employees took advantage of the program in order to improve their qualifications.

Employment Development

The Department of Education placed nine northerners into an electronic upgrading course at the Thebacha Campus of Arctic College in 1987. These students were hired by NorthwesTel and received further training from the company to prepare them for employment on the North Warning System or in other aspects of the electronics industry. A comprehensive survey of the electronics industry was undertaken in the Northwest Territories to determine future employment prospects, particularly on the North Warning System. Plans for a full-blown, two-year electronics technology program, delivered by the Arctic College, have high potential if federal funding is made available for the project.

The Government of the Northwest Territories cooperated with Transport Canada in 1987 to maximize the employment potential of northerners for positions within that federal government department. Airport Observers/Communicators were trained at the Thebacha Campus of the Arctic College in 1987, and a video was prepared through a joint effort of the Territorial and Federal Governments to promote employment at northern airports. The video is now being widely distributed across the Northwest Territories in an effort to promote the air transportation industry.

One of the major employment barriers faced by northerners is a lack of work experience. The N.W.T. Training-on-the-Job Program attempts to solve that problem by providing wage subsidies to employers to allow them to hire northerners for meaningful jobs. In

1987, seventy-nine trainees were employed, of which fifty-eight are still in training. Of the twenty-one trainees who completed their training programs, seventeen have been successful in obtaining permanent employment, two have returned to school and two are no longer residents of the Northwest Territories.

The Department of Education, in a joint effort with the Department of Social Services, negotiated with the Federal Government for a program designed to provide employment and training opportunities for long-term social recipients. Efforts were concluded in June of 1987, with the signing of a \$1.5 million Employability Enhancement Agreement amongst the territorial departments of Education and Social Services, and the federal departments of Employment and Immigration and Health and Welfare. This program is expected to benefit at least forty northern residents in all administrative regions, and will likely be increased to \$2 million in 1988.

Future Directions

1. New programs will be developed for public servants in the areas of personnel management and policy development. These programs will complement the management programs finalized in 1987, in areas of contract administration and financial planning.
2. A major evaluation will be conducted of the Public and Business Administration Program at the Thebacha Campus of the Arctic College.
3. Adult educators will be transferred to the Arctic College in the Baffin and Keewatin Regions in 1988.
4. Following a training needs analysis of the mining and tourism sectors, detailed training strategies will be developed and followed up by training programs delivered by the Arctic College.
5. A joint assessment of the effectiveness of the Federal Government's Canadian Jobs Strategy will be conducted by the Canada Employment and Immigration and the Department of Education in 1988.
6. Literacy training will be a priority for the Department of Education in 1988, and a program of funding support for programs and students will be finalized.
7. Cooperative arrangements will be negotiated with the Yukon Territory, resulting in agreements on complementary programs of student financial assistance, sharing of curriculum development resources, and cooperative arrangements for student transfer between colleges.
8. A review of the G.N.W.T. In-Service Training and In-Service Apprenticeship Programs will be undertaken in 1988 to determine whether these long-standing programs should be revised to meet changing needs.

Baffin Divisional Board of Education

The Baffin Divisional Board of Education is the first Divisional Board of Education in the N.W.T. It was proclaimed on April 1, 1985. One representative from each of the fifteen Community Education Councils in the Baffin make up the divisional board. The chairperson is elected by the members and a further representative is chosen from the chairperson's home community. The board meets three times per year and the executive committee of the board meets on at least six occasions.

The divisional board is responsible for the administration and management of all of the schools in the Baffin Region in accordance with the Education Act. The board is currently developing policies and procedures to define the operation of all of the schools in the division.

The Community Education Council is the elected decision-making body on educational matters at the community level. The council makes the concept of a community school a reality by involving the public in the day-to-day operation of the schools. Its major responsibilities include: reviewing all reports and plans from the principal and adult educator and the divisional board; advising the board on staff selection; managing funds allocated to the council from the board; maintaining records of all meetings; and appointing a representative to the divisional board.

Three Supervisors of Schools manage the operation of schools in the division. Seven program consultants travel to communities to assist principals and teachers and offer program support. These consultants advocate the use of activity-based learning and encourage teachers to use learning centres and methodology which enables students with a wide range of academic levels to benefit from the school program.

Schools

The Baffin Divisional Board of Education has an enrolment of 3,113 students. Of the sixteen schools controlled by the board, seven have high school programs. Pangnirtung is the only school in the Northwest Territories that goes from kindergarten to grade twelve.

The board is developing high school programs in larger communities. Parents prefer their children to live at home and attend high school, instead of travelling to Iqaluit to attend the Gordon Robertson Education Centre. Along with high school programs to grade twelve in Pangnirtung, grade ten programs are offered in Cape Dorset, Igloolik, Pond Inlet, Arctic Bay and Clyde River. The divisional board follows the Alberta Senior High School Programs.



The board believes that students should achieve fluency in oral English before English reading is introduced. This usually occurs in grade four or five. Teachers use a Language Across the Curriculum Approach when teaching Science or Social Studies. Teachers in the division consider themselves language teachers before they are teachers of a subject.

French as a second or third language is offered at the Gordon Robertson Education Centre and Nakasuk School in Iqaluit. Nanisivik School (now Allurut School) also offers a French program. A French as a First Language Program started at Nakasuk School in 1986.

All special needs students are integrated into regular schools. Several schools have program support teams which meet to help teachers develop programs for students in their classes. Program support teachers are available in some schools to help teachers implement programs in their classrooms. Special Needs Assistants are hired to provide support to teachers when a student requires some special help to attend school. More will be assigned in the next year.



The Community Occupational Program offers students between fifteen and seventeen years of age a half day of work experience in a community. These programs are currently offered in Pangnirtung, Pond Inlet, Cape Dorset, Igloolik and at the Gordon Robertson Education Centre in Iqaluit.

Students who travel from their communities to attend high school in Iqaluit live at the Ukiivik residence. This year there are eighty students living at Ukiivik.

Advanced Education

In 1987, the board passed a motion that will allow the transfer of its responsibility for continuing education programs to Arctic College.

The Department of Education operates the Eastern Arctic Teacher Education Program (EATEP) at the Iqaluit Campus of Arctic College. The program trains teachers, classroom assistants, special needs assistants and cultural instructors from the Baffin, Keewatin and Kitikmeot regions. EATEP offers courses from the McGill University Native and Northern Program. Students at EATEP may complete a two-year program or stay to complete a B.Ed. from McGill. There are more than thirty bilingual teachers presently working in Baffin Divisional schools; many received their training at EATEP.



Fort Smith Region

Schools

The Fort Smith Region provides educational programs for the students through the twenty-two elementary and secondary schools located in nineteen communities. The cultural mosaic of the region is diverse. The student population is comprised of Slavey, Dogrib, Chipewyan, Cree, Metis and non-native students.

As of October 1st, 1987 the region began to decentralize. There are now three areas which replace the region. The Fort Smith Area encompasses the communities of Fort Smith, Fort Resolution, Hay River, Hay River Reserve, Pine Point and Snowdrift. Rae, Edzo, Lac La Martre, Rae Lakes, Snare Lake and Detah Village make up the Rae-Edzo Area. The communities in the Fort Simpson Area are Wrigley, Nahanni Butte, Fort Simpson, Jean Marie River, Fort Providence, Fort Liard and Trout Lake. Decentralization provides for more local control and will pave the way for Divisional Board Development.

Pre-Divisional Board Development is advancing in each of the three areas with a different focus. In the Rae-Edzo Area work had progressed in anticipation of being granted Divisional Board status in 1987. However the participating communities agreed to delay implementation until further preparatory training was acquired. The Deh Cho Regional Council conducted a study which was sponsored by the Department throughout the communities in the Fort Simpson Area. The study was intended to seek direction with regards to Divisional Board Development. Interest and participation in the formation and operation of a Trustee Association was the focus of the communities which are in the Fort Smith Area. These communities are investigating whether full board status or a Divisional Board would better meet their needs.

Although boards were not established in the Region this year the interest and local control of education grew. Fort Liard now has an active education committee and in April, society status was granted to the Local Education Authority in Fort Simpson.

The Thomas Simpson School in Fort Simpson continues to offer a Slavey Immersion course to students at the lower primary level while several other schools in the region offer classes in their local native language. In Fort Smith, Cree is the language option that is delivered and Snowdrift teaches Chipewyan. Dogrib oral language and history is the focus of the Rae-Edzo Schools and both oral and written Slavey continues to be offered in the Fort Simpson Area Schools. Schools are guided by the recommendations of the communities which accounts for the depth of native language activities happening throughout the region.



The local LEA's and the school staff have worked together to continue to offer and introduce other programs and activities into the schools. With the addition of community gymnasiums in some of the smaller settlements, extra-curricular activities in sports and drama are being introduced. Fund-raising continues to be a popular way of acquiring the finances to promote student travel in the north and points south.

With the first group of students having completed the two year course in the Community Occupational Program, Fort Simpson received staff to continue its effective program. The local expertise involved in delivering the successful program was used to facilitate the introduction of a COP Program in both Hay River and Fort Smith.

Programs to meet the needs of students experiencing difficulties or underchallenged has facilitated the efforts of schools to give each child equal opportunity in the system. Along with the Special Needs Teachers, there are twenty-three Special Needs Assistants actively involved throughout the region. Training prior to implementation was extensive with both principals and the new Special Needs Teachers.

School programs in Fort Simpson and Hay River were evaluated by teams which consisted of school principals, teacher consultants and Superintendents. Recommendations based on the evaluation have been implemented with the co-operation of the teaching staff in anticipation of providing the public and the students with an environment conducive to progress.

Advanced Education

The Training-on-the-Job Program, now in its second year, has continued to do well. Despite extensive advertising, requests for funding were somewhat slower in their submission than last year. However, toward the end of the year, interest increased and by September thirteen people were receiving training-on-the-job in the Private Sector.

The Affirmative Action Training-on-the-Job Program was well received in this region. Ten people have been placed in four month training programs where indeterminate positions are currently vacant. The training opportunities range from Child Care Worker and Special Needs Assistants, to Administrative Officer Assistants.

This year, follow up studies will be completed on the Training-on-the-Job Program delivered in 86/87. While final figures will not be completed until April 88, so far the requests look good.

The newly-created Apprenticeship Assistance program has also done well in 1987. It is anticipated that by the end of the fiscal year, businesses throughout the region, involving ten apprentices, will be receiving assistance to provide a variety of Apprenticeship training.

Career Services has been very active this year. In addition to single day shows delivered in almost all of the smaller communities, career shows involving representatives from Yellowknife and the South will be delivered

in the larger communities. The staff involved in these shows have been particularly keen and demonstrated considerable creativity with each event.

In the ABE arena, interest in the indirect purchase of programs has increased over last year in both the private and public sector. This year there are five Job Entry Programs, an increase of four compared with 1986.

To facilitate the initial stage of the mine closure, a full time Adult Educator was provided in Pine Point. This has allowed a greater degree of educational and vocational counselling for mine employees and other members of the community who are considering career changes as a result of the closure. It has allowed for co-ordination of college programs within the community for these people wanting a "head start" on their plans in a new location.

Until last year there had been very little turn-over of Adult Educator staff. However, because of changes in two communities, steps are now being taken to place Adult Educator Trainees in both Fort Simpson and Hay River.

Residences

Lapointe Hall in Fort Simpson provided accommodation for twenty-eight students from the outlying settlements and camps to receive instruction at Thomas Simpson School. During the current year the residence, operated under contract by the Deh Cho Regional Council, is averaging approximately thirty-eight students from the primary levels to the first year of High School.

Local boarding in each area continues to meet the demands of students who are living away from their home communities.



Inuvik Region

Schools

School programs (K-9) are offered in eleven communities in the Inuvik Region. Grade ten to twelve and alternate programs are available at Samuel Hearne Secondary School for students from all parts of the region.

Three areas continue to be emphasized in school programs. Achievement in core subjects so that students can proceed to secondary and post-secondary courses is top priority. The second is provision of language and cultural programs as desired by each community, and development of suitable alternate programs for students, whose needs are not being met by the courses and programs now available, is also addressed.

An increasing number of training opportunities were made available to school personnel over the past year. In February, all teachers and classroom assistants took part in a regional conference that featured sessions on whole language, junior high writing skills and classroom management. In May, John Dixon conducted a writing workshop to introduce the use of the student writing folder for grades seven to nine. All new teaching staff attended on-site orientation sessions organized by Regional staff and individual LEAs. A teacher from each school in the region attended a workshop on diagnostic reading in October and a workshop on Aids and the implementation of the new health program in early December.

Important gains were made in student attendance in 1987. Schools with satisfactory attendance (i.e. in the area of 90%) maintained that level and other schools improved their records. As well, the number of non-attenders was reduced by about a third. Efforts to further improve attendance will receive an added boost in Aklavik, Tuktoyaktuk, Fort Franklin and Fort Good Hope when school counsellors complete their training early in 1988.

As a result of an increase in the special needs budget it was possible to place half-time special needs teachers in six schools and a full time teacher in one school. In order to fully implement the Special Needs Directive, a four year plan for staff training and resource deployment has been developed.

The first nine students to complete the two-year Senior Practical Program at Samuel Hearne Secondary School were honoured at graduation ceremonies in May 1987. The students who entered this program had previously dropped out of school or were experiencing very limited success in the regular program. Of the nine who graduated, six qualified to enter an apprenticeship by passing the trades qualification exam.

Eighteen students are enrolled in teacher training within the region: six at the Fort Franklin centre and twelve at the Inuvik centre. The bilingual teachers that this



program will graduate over the next three to four years are sorely needed to maintain and expand native language programs throughout the region.

Students attending Great Grandfather Ayha School in Fort Franklin now have a dry, level school playground thanks to a construction project completed this summer. And on November 11, residents of Fort Good Hope were joined by several visitors at a ceremony to officially open the addition to the Chief Tselihye School.

Advanced Education

Advanced Education in the Inuvik Region continues to focus on academic programs and career development. The Canada Employment and Immigration Commission (CEIC) sponsored adult academic programs for grades eight to ten are being fully utilized in seven communities. For grades one to seven a number of upgrading programs have been introduced throughout the Region to replace those formerly sponsored by CEIC. These alternative programs include tutorial sessions, incorporation of upgrading into Canadian Job Strategy programs



and part time upgrading classes in a number of communities. With industry requiring a grade twelve or equivalent in order to be considered for some employment there is strong incentive for participation in all upgrading classes throughout the Region.

As the Region prepares for the next wave of development, a strong component of Advanced Education is career development, career information and counselling. Apprenticeship training and journeyman qualification is an important aspect of this career development initiative. Because of the limited academic background of a number of residents seeking trades training qualification, it is necessary to offer special upgrading programs emphasizing mathematics and science. The Training-on-the-Job Program has been well utilized as a number of Northern businesses offer work experience and training to residents who would otherwise have limited opportunity to work.

LEA Development

At the community level, four communities (Tuktoyaktuk, Fort McPherson, Norman Wells and Aklavik) have decided to seek society status as of April 1, 1988.

The Inuvik Region Education Committee (IREC) played a major role in selecting the new contractor to operate Grollier Hall and has set up a sub-group (the Grollier Hall Management Board) to monitor and oversee the operation of the residence on behalf of IREC.

At the September IREC meeting, all but two of the community representatives voted to become a Divisional Board on April 1, 1989. As a follow-up to this motion, each of the eleven LEAs in the region will review the issue and decide whether they wish to sign a joint petition for divisional board status and present it to the Minister of Education early in 1988.



Residences

Two student residences are in operation in the Inuvik Region: a twelve-student cottage hostel in Fort Good Hope and Grollier Hall in Inuvik that accommodates 120 senior high school students from various communities in the region.

Grollier Hall saw several significant changes in 1987. When it opened in 1959, the Roman Catholic Church was contracted to operate the residence and Father Max Ruyant was appointed administrator. This arrangement continued for twenty-eight years but came to an end on June 30 after the church decided not to continue operating the residence.

On June 20, Government Leader Nick Sibbeston and MLA Tom Butters attended a public ceremony at Grollier Hall to say goodbye to Father Ruyant and to thank him for his twenty-eight years of dedicated and caring service.

To secure a new contractor to operate Grollier Hall, a call was made for proposals. An Inuvik company, Tryaction Management, submitted the most appropriate proposal. As required by the new contract, Tryaction Management held a one week orientation for all staff before school started. The company is also introducing a number of changes to improve communications with parents and to make residence life more satisfying for students.

The final phase of an extensive renovation program at Grollier Hall was completed in November. Carried on over the past three summers, this \$6 million project has resulted in complete upgrading of the heating, mechanical and electrical systems and more visible improvements to all living areas of the residence. The 118 students living at Grollier Hall this year indicate that the renovations have made the residence a more attractive and comfortable place to live.

Keewatin Region

Decentralization of Administration/Regional Office Staff to Baker Lake in June 1987 was an important step in delivery of programs to the region. Administrative details have been worked out so that document processing is as efficient as possible. Regional Office Staff turn-over was accelerated due to decentralization. The Advanced/Continuing Education Regional Office Staff remained in Rankin Inlet. The Resource Centre operation also remains in Rankin Inlet.

Capital activity in the region was evident in terms of major projects:

1. Eskimo Point Primary School
2. Rankin Inlet Primary School
3. Kivalliq Hall Addition
4. Chesterfield Inlet Replacement School.

Performance Appraisals of G.N.W.T. Staff and School reviews/audits were a prime focus for administration in 1987.

Schools

1987 was a banner year for education in the Keewatin Region. For the first time, students will be able to complete a grade twelve education without having to travel outside of the region. The Keewatin Education



Centre in Rankin Inlet now boasts a complete high school program offering grades ten through twelve. The spring of 1988 will see the first graduates of this program.

To accommodate the larger numbers of students attending high school in the region, an addition was made to the Kivalliq Hall student residence. When completed in December of 1987, the residence will contain 108 beds. This should be adequate to house the high school students, as well as the adults attending Arctic College programs.

In following the Department of Education's philosophy of developing high school programs at the community level, Eskimo Point became the second community in the region to offer a grade ten program. Thirteen students were enrolled in the program that offered core

A large, dark, grainy photograph of a person's face, possibly a Native Canadian, looking directly at the camera. The word "MASH" is superimposed in large, white, stylized letters across the lower portion of the image. The letters are bold and have a slightly distressed or hand-painted appearance.

courses such as English, Math, Biology, Social Studies, Physical Education, and options such as art and business. Attendance was consistently over ninety percent.

Two schools in the region, Maani Ulujuk in Rankin Inlet and Ilitsijaqturvik in Baker Lake, continue to offer the Community Occupational Program, which will see the first graduates in the spring of 1988. The Education Society in Baker Lake is currently working towards development of a grade ten program for 1988. The Senior Practical Program at the Keewatin Education Centre, in direct response to the recognized potential of the tourism industry, continues to draw students.

In the region the special needs programs continued development. Community-based services and individual education plans are priority items in schools. Currently 103 students are affected by this program, and the region now employs more than twelve special needs assistants.

Schools are now served by four program consultants from the regional office. The consultants are responsible for core programs, special needs, Inuktitut, and second language acquisition. Schools continue to be developed along the lines of the effective school model. To help meet this goal, principals are now receiving appropriate training. The first such workshop took place in Baker Lake in October of 1987, in conjunction with principals from the Kitikmeot Region. A reciprocal agreement will see the Keewatin principals receive the second phase of the training in Coppermine in the spring of 1988.

Employment Development

Initiatives have been taken to improve the planning of training in the region. Training Advisory Committees (TAC) are being established in each community, coordinated by the Adult Educator and composed of representatives from community organizations, businesses and other interested parties. The TACs will develop a list of short and long term adult education and training needs for the community. A Regional Training Advisory Committee (RTAC) has been established with members from five regional organizations and five government departments and coordination is provided by Advanced Education. With input from the community TACs, regional organizations and departments it will recommend on policy and direction for training and education in the region and will plan overall training required in the Keewatin.

Mineral exploration activities have increased over last year with nine companies actively pursuing exploration programs in the region. The cost of this exploration activity is in excess of \$10 million. Employment Development has worked with most of the exploration companies recruiting Northerners to work on mineral exploration in the Keewatin. During 1987 over thirty Keewatin residents were able to secure seasonal employment with the various exploration companies working in the region.

During the 1987 construction season more than 100 people were referred to various contractors working in the region. Referrals were done with assistance of the G.L.O.'s in each of the communities. Fifty regional residents worked on the various construction projects.



In excess of \$1.5 million was put into the Keewatin during 1987 for job creation, job training and academic upgrading. The funds for this activity came from the Government of the N.W.T. and the Government of Canada. A total of fifteen institutional training courses were offered in the region during 1987.

Employment Development provided assistance to Arctic College in delivery of extension programs in the region. The College will have delivered eight extension programs in the region during 1987.

The G.N.W.T. expanded its Training-on-the-Job Program in the Keewatin during 1987. This expanded program has led to twenty residents being involved in training-on-the-job opportunities with nine Keewatin employers. An additional three training opportunities were co-ordinated by Employment Development under the Government of the N.W.T.'s Affirmative Action On-the-Job Training Program.

A successful career fair was delivered in all Keewatin communities in 1987. Most government departments working with Employment Development staff participated in the Keewatin Career Fair.

Adult Education

With the hiring of two new adult educator positions this year, for Whale Cove and Chesterfield Inlet, we now have full-time upgrading programs in all the Keewatin communities. A Coordinator of Continuing Education position has also been filled. An Adult Educator trainee, Lucy Evo, completed her training in Baker Lake; the trainee in Rankin Inlet is expected to complete her training in January 1989; and competitions are in progress for trainees to be hired for Coral Harbour and Repulse Bay. Eskimo Point will have a trainee in January 1988.

More than 300 adults attended Community Adult Education and Arctic College courses in the five centres during the 1986/87 instructional year and this will increase to approximately 420 in the seven centres for the 1987/88 instructional year. There were 114, full-time students and approximately 200 students taking day and evening part-time courses in English as a Second Language, Carpentry, Drafting, Business Office Practices, Income Tax Preparation, Introduction to Computers, Guide Training, Inuktitut and Traditional Skills. Each of our centres have put in a successful proposal for Job Entry Funding to provide Social Assistance recipients with job and life skills so that they may be more employable.



The K.R.E.A. Innovations Computer Assisted Learning Project is well underway. This two year project is sponsored by the K.R.E.A. and has been developed and managed by Advanced Education. It is funded by C.E.I.C. Innovations Program which has provided \$475,000 for the second year. The project has been designed to address training needs of those who have been unsuccessful in traditional education programs. The first year's grant has been used to install computers and Plato software in each community, the second year's grant will be used to update software and to develop Inuktitut programs.

Plato software contains programs in Academic Upgrading to grade twelve as well as life skills, office skills, word processing and data management. This is a pilot project that will be monitored by an independent evaluator.

All the Keewatin Adult Education staff attended a two week conference in August, to receive training on the Plato system and meet with the evaluator and the Program Development Officer for the Department of Education in Yellowknife.

Training Advisory Committees (TAC) have been established in each community. These committees consist of members from the private and public sector, who define training needs for their communities. The Adult Educator acts as the coordinator and is a resource to TAC. Eskimo Point has produced both one year (88/89) and five year (88/93) training plans. The other communities have planned for the 88/89 instructional year and are developing long term goals.

With the additional centres opened and the new computer assisted learning system in place we expect to offer a more comprehensive and successful program throughout the region.

Apprenticeship and Training

Seven In-Service Apprentice positions are currently funded by the G.N.W.T. in the region. In addition, five apprentices are receiving their journeyman certificates during 1987:

Louis Nukapiak of Rankin Inlet and Hugh Tunnuq of Baker Lake (Heavy Duty Equipment Mechanics), Louie Tattuinee (Electrician), Raymond Muckpah (Motor Vehicle Mechanic) and Simeoni Tatty (Carpenter), all of Rankin Inlet. Innosar Issakiark of Eskimo Point, Leo Nangmalik of Whale Cove, and Eric Niego, David Owingayak and Robert Parker, all of Baker Lake received their Certificates of Qualification as Heavy Equipment Operators. Some eighteen Housing Maintenance apprentices are scheduled for technical courses in their trade.

There are seventeen In-Service Trainee positions established in the Keewatin. Of these, four trainees are completing their programs during 1987. Eight government departments participate in the in-service training programs in this Region with from one to five trainees in place. Tourism, social work, adult education, municipal government, economic development and administration are some of the areas in which Keewatin residents are receiving in-service training.

Local Education Authority Development highlights in 1987:

- With the turnover of LEAs Secretary Treasurers, there was a need for continuous training.
- In October 1987, three Secretary Treasurers took the Introductory course in the Community Administration program.
- One Secretary Treasurer completed the 2nd level held in Cape Dorset.
- Three communities have received computers — will, in the next year, work to computerize all communities.
- A workshop/meeting was held in Baker Lake with five out of seven Secretary Treasurers in September.
- One community worked towards Society status. Several workshops were planned/held throughout the year.
- K.R.E.A. prepared to become a divisional board.
- One workshop was held in Eskimo Point in August on goals and objectives. Another workshop was planned for November, observing a Board of Education in the south and highlighting policy development.

Kitikmeot Region

All school programs in the Kitikmeot Region are delivered with the intent to produce students who 1) possess academic skills appropriate to their abilities and 2) possess the necessary social and cultural skills that will serve to enhance their ongoing personal development.

The six schools in the Kitikmeot Region each offer a full scope of Kindergarten to Grade Nine programs. In addition to the four core subject areas of Language, Mathematics, Science and Social Studies, coursework in the areas of Home Economics, Industrial Arts, Health, Art and Physical Education are offered by most schools.

Schools

The region continues to move towards quality bilingual education for all students. Inuktitut Language courses are offered in all schools. These native language courses are taught as subjects in Kitikmeot schools except for Pelly Bay, where Inuktitut is the language of instruction in Kindergarten and in the early primary grades. With the addition of a Teaching and Learning Centre staff member to the regional office in August 1987, it is anticipated that native language program development in the region will be greatly enhanced and increased support will be made available to native language instructors.

English language instruction also received a boost this year with the hiring of the regional language consultant in September 1987. This will significantly improve the support we're able to offer all teachers and also help to improve teachers' instructional capabilities in this important area.

Special Needs programs continue to receive a high priority. During the past year, skill training in this area was provided to appropriate teachers, special needs assistants and all principals. This training, combined with good use of our other resources, has enabled us to better meet the needs of all students. All six Kitikmeot schools now have program support teachers on staff and three schools employ special needs assistants.

The Community Occupational Program (COP) continues to operate in Cambridge Bay, Coppermine and Gjoa Haven. This program has been quite successful, with a majority of its graduates either finding employment or taking further training. A COP graduate in Coppermine recently was successful in winning a competition for a full-time school custodial position.

Through the joint efforts of school staffs, LEAs and parents, student attendance in 1986-87 showed a significant increase over 1985-86 attendance rates. Student attendance for the region jumped by 6% to 80% during 1986-87. The situation looks like it will continue to improve during the 1987-88 school year. Enrolment is



up slightly (973 students), attendance rates continue to improve when compared with the same period last year (presently 82%), and the number of non-attenders is down slightly.

The new Kugaardjuq School in Pelly Bay was officially opened in April 1987. This new school is a major improvement over the old facility and will serve both the children and the community well. Another new eight-classroom school is under construction in Gjoa Haven and is expected to be completed by March 1988.

To maximize childrens' opportunities for learning, considerable emphasis was placed on making our schools more effective. During the past year, both



principals and regional office support staff have received in-service training on the principles of effective schools, and key components of this training have been passed on to all our teachers. A sound 'model of instruction' and quality supervision and evaluation practices are also used with teachers to enhance the delivery of effective programs for children.

LEA Development

The Kitikmeot Regional Education Council (KREC) continues to progress towards Divisional Board status. Because of the steady growth it has maintained and new responsibilities it has assumed over the past year, it is anticipated that board status will be attained by April 1, 1988.

The KREC has taken part in several training events during 1987, all designed to prepare the council for board status. To provide information about, and discuss the potential impact of, board status, the KREC Executive Committee travelled throughout the Kitikmeot and discussed this important issue with all LEAs and school staffs. It also met with the Baffin Divisional Board and benefitted from the experience this board has gained over the past couple of years.

In on-going preparation for board status, with the assistance of the department, the KREC will continue to develop its Goals and Policies, provide direction for LEAs, and assume new responsibilities over the next few months. One key responsibility it will continue to carry out, in conjunction with the Departments of Education and Executive, is the performance review of the Regional Superintendent.

The Holman Education Committee attained Education Society status on April 1, 1987. Five out of six Kitikmeot communities now function at the society level.

All Local Education Authorities (LEAs) are involved in directing school and adult education programs in their communities. In each community, a close working relationship among the School Principal, the LEA and the LEA Secretary Treasurer is encouraged to foster delivery of the school programs.

Audits were performed for every LEA in the region this year. It is the first time that full-scale audits have ever been completed. These audits have resulted in recommendations being made that will assist all LEAs to better meet their financial responsibilities. Book-keeping standardization has been improved and LEAs are committed to carrying out the audit recommendations. In the policy area, a Regional Employment Policy for LEAs has been developed and it is expected that all LEAs will adopt and enhance this policy this year. LEAs will continue to be encouraged and assisted to develop relevant policies for their schools, adult education centres and LEA offices.

Advanced Education

Adult Basic Education courses (ABE) were offered in Cambridge Bay, Coppermine, Gjoa Haven, Holman and Spence Bay during the 1986-87 instructional year. Total enrolment for the year was 152 students. This was the first year that the program was offered in Holman and it was successful, with twenty-nine students taking part.

Effective September 1987, Pelly Bay has had an ABE class operating in the community. Each Kitikmeot community now has the services of an adult educator. The opportunity to receive upgrading is now available to people in every community and travel to distant communities is no longer necessary to meet upgrading needs.

Six Arctic College extension programs are planned for Kitikmeot communities. One of the courses has been completed while two others began in the fall of 1987. The balance will follow. The list of planned college courses includes:

Course	Location
Introductory Carpentry	Spence Bay (completed)
Basic Office Procedures (BOP)	Coppermine
Basic Office Procedures	Cambridge Bay
Guide Training - Level 1	Coppermine
Guide Training - Level 2	Cambridge Bay
Word Processing	Cambridge Bay

This year, nine BOP graduates gained valuable work experience immediately after graduating by participating in a Training-on-the-Job (TOJ) Program. This work experience helped to improve their job opportunities. Over 90% of our BOP students have either found employment or have gone on to take further training after graduation.

Six Affirmative Action Training-on-the-Job proposals were approved this year. Because of this program, fourteen people gained work experience, and most went into jobs from there. This program has been a success because it has provided potential employees with basic on-the-job training that would have been difficult to get otherwise. In addition, two people completed the Affirmative Action Upgrading program.

Currently, there are thirty-six apprentices in the region — of these, eleven are G.N.W.T. apprentices. There are seventeen G.N.W.T. In-Service trainee positions. The In-Service training program has been in operation for almost three years and the region is beginning to see some positive results from the program. This year, six trainees graduated and have gone to work for the G.N.W.T. The program has met with considerable success during the past year and will continue to be excellent training ground for young people aiming for employment with the G.N.W.T.

Yellowknife Education Districts

Yellowknife Education District No. 1

The three elementary schools and one junior high school of Yellowknife Education District No. 1 are administered through an independently elected seven member Board of Education. Approximately 25 percent of the District's \$8.1 million budget comes from the individual and corporate taxpayers of the City of Yellowknife. The balance of revenue is in the form of an operational grant from the Government of the N.W.T. The District provides a public education from Kindergarten to Grade Nine through a teaching staff of eighty-five. From September '86 to September '87 the District's enrolment increased by 10.2% and is currently at 1375. Student attendance during 1986-87 averaged a healthy 93.4 percent.

Mildred Hall Elementary School and J.H. Sissons Elementary School both offer kindergarten through grade six. William McDonald Junior High School offers grade seven through grade nine. The rapid development of Frame Lake South sub-division created an urgent need for more school space. A temporary solution was found in a four portable classroom complex which currently accommodates children attending kindergarten through grade two. The "portables" are situated on the site of the new N.J. Macpherson Elementary School now under construction. This new school, targeted for opening in August, 1988, will consist of twelve classrooms plus gymnasium, library, music room and administrative facilities.

In addition to regular programs, Mildred Hall School has a program for gifted students while J.H. Sissons School has a French Bilingual program beginning at the grade four level. William McDonald Junior High continues both of the programs in grades seven through nine. The District continues to expand and improve the Special Needs Programs, Computer Programs, Bilingual Programs, and individual instruction. As an annual



measure of student progress, all students in grades three through grade nine are given the Canadian Achievement Test. Once again, the past year's test results show the Yellowknife students scoring higher than the Canadian average.



Yellowknife Separate Education District No. 2

The Yellowknife Catholic Schools operate in accordance with the Education Act and its regulations, with an emphasis on the spiritual, intellectual, physical, social and emotional capabilities of each child. The curriculum is prescribed by the Department of Education with supplements approved by the board.

The schools' policies are controlled by an elected, seven-member board. Administration is carried out by a Superintendent of Education, a Secretary-Treasurer and support staff of two.

St. Patrick Elementary School has 190 students in kindergarten through grade six, taught by a staff of seventeen.

St. Joseph's School is a kindergarten to grade eight school employing thirty-one staff to teach about 400 students. Now in its 10th year of operation, this modern facility, located in the rapidly growing Frame Lake South sub-division, offers a choice of either English or French immersion programming. This year, the French immersion program expanded to include students from kindergarten to grade five.



St. Patrick High School, on the same site as the elementary school, has about 250 students in grades seven through twelve and a staff of twenty. The senior high school program is a fully Alberta-accredited high school program.

All three schools are modern with gymnasiums, library resource centres, applied arts centres and computer centres.

The current school year is one of transition for program offerings in religious education. The board has instructed the Religious Education Committee to examine a number of programs to select a more appropriate and effective course for the needs of students in the primary, intermediate and junior high levels. The new programs should be ready for the 1988 school year.

The Catholic Family Life Health Education Program for grades seven, eight and nine are currently being developed within the system and will be introduced with appropriate in-service training as they are completed. These programs will complement ones already being taught in kindergarten through grade six.

The schools also operate a variety of flexible, special education programs, designed to provide educational opportunities for each student. This year, there are six full-time teachers working in the learning assistance, enrichment and English as a second language programs.

Yellowknife Education District No. 4

After protracted negotiations the first Secondary Board of Education in the N.W.T. was proclaimed on November 4th, 1987. This historic agreement with the Government of the N.W.T. allows for virtually complete public control over education at Sir John Franklin High School. The school, which offers programs at the grade ten to twelve level, has a current enrolment of almost 600 students; approximately two thirds of these come from the city of Yellowknife and one third from Inuit and Dene communities in the

Kitikmeot and Fort Smith regions. Settlement students are accommodated in Akaitcho Hall, the student residence adjoining the school or in the home boarding program.

To fairly reflect the proportional enrolment the Secondary Board of Education consists of four members from the Public Board of Education District #1 and three appointed community members. The Board operates the school on behalf of the Government of the N.W.T. and its responsibilities include full control over budget, operations and personnel. There is no doubt that this Secondary Board of Education is breaking new ground for the devolution movement and is paving the way for the existing and developing Divisional Boards to assure much greater power and responsibility.

Sir John Franklin High School is well known throughout the N.W.T. for its high academic standards and many students graduate with Advanced Alberta Diplomas. Students from different backgrounds and with a variety of interests are accommodated by the large range of programs offered by the school. Individuals who have insufficient language skills to succeed in a regular grade ten program can upgrade for one semester in the grade ten preparation program. Another alternative, the Senior Practical Program, has been introduced this year and is proving to be very popular and successful. Also, for the first time serious initiatives have started in the area of Special Needs. Appropriately trained staff are assisting regular classroom teachers to provide individual program modifications for students with learning difficulties; a start has also been made to enrich programs for the students who are especially gifted or talented.

There is no doubt that the generation of students now entering post secondary education and the workforce during the latter part of this century need to be better educated than ever before in order to successfully compete in a rapidly changing world. The Secondary Board of Education and all their staff are committed to effectively meeting these needs in order to give our young people the best possible start in their future careers.

Arctic College

On April 1, 1987 the Arctic College Act established Arctic College as a corporation at arms-length from the G.N.W.T. The Arctic College Development Plan, completed this past year, outlines eight principles which reflect the college's commitment to providing educational services, at the community level, to residents of the Northwest Territories.

The Development Plan states the college will be responsive to community needs through close communication with local Education Authorities. In addition, Arctic College will continue to establish high educational standards and will work toward designing programs with maximum accessibility, while achieving high standards upon graduating.

Board of Governors

With the enactment of the Arctic College Act came additional responsibilities for the Arctic College Board of Governors. Duties of the Board now include overseeing college financial and administrative operations. The Board consists of two members from each region appointed by the Minister of Education, the Honourable Dennis Patterson. The Board members for 1987 included Chairman Robert Hanson, Iqaluit; Vice Chairman Ted Blondin, Rae-Edzo; Solomon Voisey, Whale Cove; Larry Gordon, Inuvik; Fred Hunt, Pond Inlet; Ric Bolivar, Yellowknife; Nancy Lindell, Eskimo Point; Jean Ekpakohak, Holman Island; Arlene Hansen, Inuvik; Justice David Marshall, Yellowknife; Jack Van Camp, staff representative, Thebacha Campus, Fort Smith; Cathy Okpik, student representative, Iqaluit Campus, Iqaluit.

The Board met three times in 1987, once in Inuvik, Yellowknife, and Fort Smith. Executive and sub-committee meetings were held several times during the year.

Two Vice Presidents were appointed to Arctic College in 1987 — a Vice President of Finance and a Vice President to manage the Aurora Campus in Inuvik.

The Vice President of Finance at college headquarters in Yellowknife will be responsible for developing and maintaining a financial and administration system for Arctic College. The Vice President at Aurora Campus will provide leadership needed at the campus level and will develop a comprehensive plan for the campus.

Arctic College qualified for tax-exempt status as a charitable organization under the Income Tax Act. Donors will receive official receipts which can be used for income tax purposes. This is an important consideration during college fund raising projects.

In November the Baffin Continuing Education Program was transferred to Arctic College. The ten adult education centres in the Baffin Region are now a part of the college. A Dean of Community Programs will be appointed early in 1988.



The Arctic College Teacher Education Program established two additional Centres for Teaching and Learning, one in Inuvik and one in Rae-Edzo. This brings the number of Centres in the Western Arctic to four, including the Centres already operating in Fort Franklin and Fort Simpson. The Arctic College Teacher Education field-based program, designed to develop bilingual teachers, enrolled approximately forty-five students.

Campuses

Aurora Campus

The Aurora Campus in Inuvik was officially named and opened in 1987. This newest of Arctic College campuses admitted 110 students in September 1987 from all over the Inuvik Region. The campus offered the community recreation leaders' program, business management certificate program, and a wide variety of academic and pre-employment programs. One of the four Arctic College Teacher Education Centres was also established at the Aurora Campus, and the Community Administration Certificate Program moved its headquarters to Inuvik from Yellowknife.

The Community Recreation Leaders' Program graduated its first class of seven students in December, and was also the first diploma class to graduate from the Aurora Campus.

The Communication Arts Program began in October with eight students. The program, designed to train northern journalists, will utilize local media expertise and facilities.

Iqaluit Campus

Iqaluit Campus experienced the highest enrolment ever with over 100 full-time students and 141 part-time students. Two new diploma programs, the Environmental Technology Program and the Human Services Program both started in September. The Certified Nursing Assistant and Communication Arts programs start in January, 1988.

Construction began on the new Iqaluit Campus facility, with completion scheduled for June 1988. The 2568 square metre building will include classrooms, administration and instructors' offices, a learning resource centre, labs, computer studies area, and student lounge. The local continuing education program will also be housed in this two-story building.

An agreement for the transfer of Adult Education from the Baffin Divisional Board to Arctic College has been finalized.



Thebacha Campus

The Health Careers Preparation Program began at Thebacha Campus in September 1987. The program will prepare students for entrance into university health career programs. The program is a cooperative effort between the college, Health and Welfare Canada and the N.W.T.'s Department of Health. The School/Community Counsellor Program began early in 1987 with students enrolled from all over the Northwest Territories. Six students graduated from the special North Warning System Pre-Electronics Course delivered in the spring of 1987. All graduates received jobs on the North Warning System. Program development has started on the Interpreter/Communicator and the Travel Industry programs.

Five graduates of the Pre-Electronics program at Thebacha and the subsequent training with MicroTel are now employed with NorthwTel on the North Warning System. Computer training for the N.W.T. Housing Corporation was conducted in June. Grade twelve subjects in Chemistry 30, English 30, Math 30 are now offered in the Academic Studies program.

Yellowknife Program Centre

In 1987 the Yellowknife Program Centre had sixty full-time students enrolled in day programs and over 400 part-time students enrolled in evening classes. The Homemaker/Longterm Care Worker Program, designed to train persons to care for the elderly, began in August.

Appendices

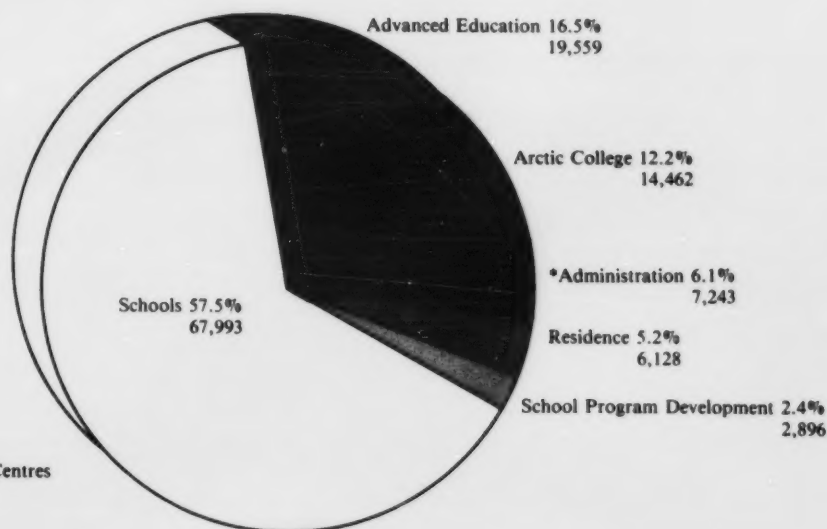
Active Apprentices in the N.W.T. October 1987

Trade	Baffin	Keewatin	Kitikmeot	Inuvik	Ft. Smith	Yellowknife	Total
Aircraft Maintenance Engineer		1		2		1	4
Automotive Parts				2	3	5	10
Baker						1	1
Barber							0
Cabinetmaker						2	2
Carpenter	16	3	7	5	11	34	76
Communication Electrician				3	1	3	7
Cook	2			1	4		7
Electric Appliance Repair	1				1	1	3
Electrician (Construction)	7	3	1	2	10	18	41
Electronic Technician				1			1
Floorcovering Mechanic						5	5
Gasfitter						1	1
Glazier					1	1	2
Hairdresser				1	1	1	3
Heavy Duty Equip. Mechanic	11	2	7	5	13	7	45
Heavy Equipment Operator							0
Housing Maintainer	35	22	12	11	6	3	89
Industrial Instrument Mechanic				1			1
Industrial Mechanic (Millwright)	2			1	1	5	9
Industrial Warehousing	3			1	4	2	10
Machinist					1		1
Marine Engineer							0
Motor Vehicle Body Repair				1	2	2	5
Motor Vehicle Mechanic	1	2		3	6	6	18
Oil Burner Mechanic	2		1		2		5
Operating Engineer			3	1	1		5
Painter and Decorator			1		1	4	6
Plumber	1	2	2	3	5	15	28
Power Line Electrician					1		1
Printing and Graphic Arts							0
Refrigeration & Air Cond. Mech.	1				1	1	3
Sheet Metal Worker						3	3
Small Equipment Mechanic		1			1	1	3
Steamfitter/Pipefitter						3	3
Welder	1			1	3	6	11
Total	83	36	34	45	80	131	409

1987-88 Revised Budget By Activity

Department: Education (\$000s)

Total Budget — \$118,281



*Note: Includes Resource and Language Centres

Post-Secondary Student Enrolments

Academic Year	Total	Northern Schools				Southern Schools	
		Arctic College Degree (EATEP)	Arctic College Technical	S.A.L.T. Technical	A.T.T.S. Technical	University Degree	College & Technical
1984-85	573	7	94			323	149
1985-86	585	4	66			347	168
1986-87	814	11	145	7	3	403	245
1987-88	684*	4	123	4	3	368	182
Total	2656	26	428	11	6	1441	744

* As of October 20, 1987.

** Based on application and enrolment trends to date, it is projected that 900 students will enrol in studies this year including 190 students in northern schools and 710 students in southern institutions.

Aurora Campus Program Enrolment

	1986/87		1987/88	
	Students	Programs	Students	Programs
Trades	10	2	7	1
Academic & Applied Studies	30	3	69	5
Diploma			31	2
Total	40	5	107	8

Iqaluit Campus Program Enrolment

	1985/86		1986/87		1987/88	
	Students	Programs	Students	Programs	Students	Programs
Trades	49	7	70	9	72	4
Applied Studies	39	4	42	4	18	2
Diploma	51	2	54	3	110	5
Other	20	1			6	1
Total	159	14	166	16	206	12

Note: Iqaluit's Diploma enrolment 1987/88 includes the following part-time students: Administrative Studies — 45; Environmental Technology — 1; and Human Services — 9. In 1987/88 the Eastern Arctic Teacher Education Program had 86 students enrolled in field-based programs which are NOT included in the above statistics.

Thebacha Campus Program Enrolment

	1985/86		1986/87		1987/88	
	Students	Programs	Students	Programs	Students	Programs
Trades	276	38	247	31	254	28
Applied Studies	65	6	62	6	86	4
Diploma	89	4	114	5	106	4
Total	508	55	435	44	446	36

Yellowknife Program Centre Program Enrolment

	1986/87		1987/88	
	Students	Programs	Students	Programs
Applied Studies	31	3	49	3
Affirmative Action	17	1	12	1
Other			27	2
Total	48	4	88	6

Arctic College Teacher Education Enrolment

	Students
Fort Franklin Centre	6
Fort Simpson Centre	9
Inuvik Centre	13
Rae Edzo Centre	15
Total	43

Arctic College-Extension Courses in Communities

Iqaluit Campus

Course	Number of Courses	Number of Communities	Students
Trades Related	2	2	18
Academic	2	2	16
Secretarial	2	2	16
Business Related	6	6	85
Guide Training	2	2	18
Hospitality Training	1	1	6
Syllabic Typing	1	1	6
Total	16	16	165

Thebacha Campus

Course	Number of Courses	Number of Communities	Students
Trades Related	7	7	58
Academic	5	5	28
Secretarial	5	4	44
Guide Training	6	6	68
Business Management	1	1	12
Driver Training	3	3	23
Total	27	26	233

Local Education Authorities

School District No.	Local Education Authority	Schools
1	Yellowknife (Board of Education)	Mildred Hall Elementary School J.H. Sissons Elementary School Wm. McDonald Junior High School
2	Yellowknife (Board of Education)	St. Patrick's Elementary School St. Patrick's High School St. Joseph's School
3	Rae-Edzo (Education Society)	Chief Jimmy Bruneau School
4	Yellowknife (Board of Secondary Education)	Sir John Franklin Territorial High School
5	Snare Lake	Snare Lake School
10	Fort Smith (Education Society)	Joseph Burr Tyrell Elementary School P.W. Kaeser High School
12	Fort Providence	Elizabeth Ward School
13	Fort Resolution (Education Society)	Deninoo School
14	Hay River (Education Society)	Princess Alexandra Primary School Camsell-St. Paul's Elementary School Diamond Jenness High School
17	Pine Point (Education Society)	Galena Heights Primary School Matonabee School
18	Fort Liard (Education Society)	Acho-Dene School
19	Fort Simpson	Thomas Simpson School
20	Trout Lake	Trout Lake Territorial School
21	Jean Marie River	Jean Marie Territorial School
22	Nahanni Butte	Charles Yohin School
24	Fort Wrigley	Chief Julian Yendo School
25	Lac La Martre	MEZI Community School
26	Rae Lakes	Rae Lakes Territorial School
27	Snowdrift	Kutsel Ke' Dene School
29	Detah Village	Kaw Tay Whee School
30	Cambridge Bay	Ilihakvik
31	Coppermine (Education Society)	Kugluktuk
32	Gjoa Haven (Education Society)	Kerkertak Ilahakvik
33	Holman Island	Ulukhaktok Elihavik
34	Pelly Bay (Education Society)	Kugaarjuq School
35	Spence Bay (Education Society)	Keeveok School
36	Hay River	Chief Sunrise Education Centre
40	Aklavik	Moose Kerr School
41	Arctic Red River	Chief Paul Niditchie School
42	Fort Franklin	Chief Jimmy Soldat School
43	Fort Good Hope	Chief Tselihye School
44	Fort McPherson	Chief Julius School
45	Fort Norman	Chief Albert Wright School
46	Inuvik (Education Society)	Sir Alexander Mackenzie Elementary School Samuel Hearne Secondary School
48	Norman Wells	Norman Wells Territorial School
49	Paulatuk	Paulatuk Territorial School
50	Sachs Harbour	Sachs Harbour Territorial School
51	Tuktoyaktuk	Mangilaluk School
60	*Arctic Bay	Inuujaq School

61	*Broughton Island	Qiqitarjuaq School
62	*Cape Dorset	Pitseolak School
63	*Clyde River	Kuluak School
64	*Apex	Nanook Elementary School
65	*Iqaluit	Nakasuk Elementary School
		Gordon Robertson Education Centre
67	*Hall Beach	Atanaarjuat School
68	*Igloolik	Attagutaluk School
69	*Grise Fiord	Umimmak School
70	*Lake Harbour	Aqiggiq School
71	*Pangnirtung	Attagoyuk School
72	*Pond Inlet	Takijualuk School
74	*Resolute Bay	Qarmartaluk School
75	*Nanisivik	Nanisivik School
80	Baker Lake	Ilitsijaqturvik School
	(Education Society)	
81	*Sanikiluaq	Nuiyak School
82	Chesterfield Inlet	Victor Sammurtok School
83	Coral Harbour	Atausiuna Suarniq School
	(Education Society)	
84	Eskimo Point	Kreterklerk School
	(Education Society)	
85	Rankin Inlet	Maani Ulujuk School
	(Education Society)	
86	Repulse Bay	Tusarvik School
	(Education Society)	
87	Whale Cove	Inullak School

Note: Baffin Local Education Authorities are called Community Education Councils. Collectively these councils make up the membership of one Divisional Board of Education.*

All other Local Education Authorities are at the Education Committee level with the exception of those Boards and Societies shown in brackets.

